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| **Core Standards—1st grade** | 1 | 2 | 3 | 4 |
| **Reading Literature (RL)** |  |  |  |  |
| * **Key Ideas and Details** * RL.1.1 Ask and answer questions about key details in a text. |  |  |  |  |
| * RL.1.2 Retell familiar stories, including key details and demonstrate understanding of their central message or lesson. |  |  |  |  |
| RL.1.3 Identify characters, settings, and major events in a story using key details. |  |  |  |  |
| * **Craft and Structure** * RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |  |  |  |  |
| * RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide * reading of a range of text types. |  |  |  |  |
| * RL.1.6 Identify who is telling the story at various points in a text. |  |  |  |  |
| * **Integration of Knowledge and Ideas** * RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. |  |  |  |  |
| RL.1.8 Not applicable for literature |  |  |  |  |
| * RL.1.9 Compare and contrast the adventures and experiences of characters in familiar * stories. |  |  |  |  |
| * RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. |  |  |  |  |
| **Reading Informational Text (RI)** | 1 | 2 | 3 | 4 |
| * **Key Ideas and Details** * RI.1.1 Ask and answer questions about key details in a text. |  |  |  |  |
| * RI.1.2 Identify the main topic and retell key details of a text. |  |  |  |  |
| * RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. |  |  |  |  |
| * **Craft and Structure** * RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |  |  |  |  |
| * RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to * locate key facts or information in a text. |  |  |  |  |
| * RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the * words in a text. |  |  |  |  |
| **Integration of Knowledge and Ideas**  RI.1.7 Use the illustrations and details in a text to describe its key ideas. |  |  |  |  |
| * RI.1.8 Identify the reasons an author gives to support points in a text. |  |  |  |  |
| * RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, * descriptions, or procedures). |  |  |  |  |
| * RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. |  |  |  |  |

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| **Reading: Foundations(RF)** | 1 | 2 | 3 | 4 |
| ***Print Concepts*** |  |  |  |  |
| RF.1.1. Demonstrate understanding of the organization and basic features of print |  |  |  |  |
| * + A. Recognize the distinguishing features of a sentence (e.g., frst word, capitalization, ending punctuation). |  |  |  |  |
| ***Phonological Awareness*** |  |  |  |  |
| RF.1.2.Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |  |  |  |  |
| * + A. Distinguish long from short vowel sounds in spoken single-syllable words. |  |  |  |  |
| * + B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |  |  |  |  |
| * + C. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words. |  |  |  |  |
| * + D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |  |  |  |  |
| ***Phonics and Word Recognition*** |  |  |  |  |
| RF.1.3.Know and apply grade-level phonics and word analysis skills in decoding words. |  |  |  |  |
| * + A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one   + sound). |  |  |  |  |
| * + B. Decode regularly spelled one-syllable words. |  |  |  |  |
| * + C. Know final -e and common vowel team conventions for representing long vowel sounds. |  |  |  |  |
| * + D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed   + word. |  |  |  |  |
| * + E. Decode two-syllable words following basic patterns by breaking the words into syllables. |  |  |  |  |
| * + F. Read words with inflectional endings. |  |  |  |  |
| * + G. Recognize and read grade-appropriate irregularly spelled words. |  |  |  |  |
| ***Fluency*** |  |  |  |  |
| * RF.1.4.Read with sufficient accuracy and fluency to support comprehension. |  |  |  |  |
| * + A. Read grade-level text with purpose and understanding. |  |  |  |  |
| * + B. Read grade-level text orally with accuracy, appropriate rate, and expression. |  |  |  |  |
| * + C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  |  |  |  |
| **Writing (W)** | 1 | 2 | 3 | 4 |
| **Text Types and Purposes**   * W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an * opinion, supply a reason for the opinion, and provide some sense of closure. |  |  |  |  |
| * W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide * some sense of closure. |  |  |  |  |
| * W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details * regarding what happened, use temporal words to signal event order, and provide some sense of closure. |  |  |  |  |
| * **Production and Distribution of Writing** * W.1.4. (Begins in grade 3) |  |  |  |  |
| **Writing (W) Continued** | **1** | **2** | **3** | **4** |
| * W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and * add details to strengthen writing as needed. |  |  |  |  |
| * W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in * collaboration with peers. |  |  |  |  |
| * **Research to Build and Present Knowledge** * W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how to” books on a given topic * and use them to write a sequence of instructions). |  |  |  |  |
| * W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided * sources to answer a question. |  |  |  |  |
| * W.1.9. (Begins in grade 4) |  |  |  |  |
| * **Range of Writing** * W.1.10. (Begins in grade 3) |  |  |  |  |
| **Speaking and Listening (SL)** | **1** | **2** | **3** | **4** |
| * SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* * with peers and adults in small and larger groups. |  |  |  |  |
| * + A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time   + about the topics and texts under discussion). |  |  |  |  |
| * B. Build on others’ talk in conversations by responding to the comments of others through multiple * exchanges. |  |  |  |  |
| * C. Ask questions to clear up any confusion about the topics and text under discussion. |  |  |  |  |
| * SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or * through other media. |  |  |  |  |
| * SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or * clarify something that is not understood. |  |  |  |  |
| * SL.1.4. Describe people, places, things, and events and, with relevant details, expressing ideas and feelings * clearly. |  |  |  |  |
| * SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and * feelings. |  |  |  |  |
| * SL.1.6. Produce complete sentences when appropriate to task and situation. |  |  |  |  |
| **Language (L)** | **1** | **2** | **3** | **4** |
| * **Conventions of Standard Language** * L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |  |  |  |
| * + A. Print all upper- and lowercase letters. |  |  |  |  |
| * + B. Use common, proper, and possessive nouns. |  |  |  |  |
| **Language (L) Continued** | **1** | **2** | **3** | **4** |
| * + C. Form singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). |  |  |  |  |
| * + D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). |  |  |  |  |
| * + E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home;   + Tomorrow I will walk home). |  |  |  |  |
| * + F. Use frequently occurring adjectives. |  |  |  |  |
| * + G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). |  |  |  |  |
| * + H. Use determiners (e.g., articles, demonstratives). |  |  |  |  |
| * + I. Use frequently occurring prepositions (e.g., *during, beyond, toward*). |  |  |  |  |
| * + J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory   + sentences in response to prompts. |  |  |  |  |
| * L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when * writing. |  |  |  |  |
| * + A. Capitalize dates and names of people. |  |  |  |  |
| * + B. Use end punctuation for sentences. |  |  |  |  |
| * + C. Use commas in dates and to separ5ate single words in a series. |  |  |  |  |
| * + D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |  |  |  |  |
| * + E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |  |  |  |  |
| * **Knowledge of Language** * L.1.3. (Begins in grade 2) |  |  |  |  |
| * **Vocabulary Acquisition and Use** * L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 * reading and content choosing flexibly from an array of strategies. |  |  |  |  |
| * + A. Use sentence-level context as a clue to the meaning of a word or phrase. |  |  |  |  |
| * + B. Use frequently occurring affixes as a clue to the meaning of a word. |  |  |  |  |
| * + C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). |  |  |  |  |
| * L.1.5. With guidance and support from adults, explore word relationships and nuances in word meanings. |  |  |  |  |
| * + A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. |  |  |  |  |
| * + B. Define words by category and by one or more key attributes (e.g., note places at home that are cozy). |  |  |  |  |
| * + C. Identify real-life connections between words and their use (e.g., note places at school that are colorful). |  |  |  |  |
| * + D. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and   + adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. |  |  |  |  |
| * L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, * including using frequently occurring conjunctions to signal simple relationships (e.g., because). |  |  |  |  |